A CONTRASTIVE ANALYSIS OF RESEARCH ARTICLE INTRODUCTIONS IN ENGLISH AND SPANISH

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ASBTRACT

It is now well attested that academic writing is crucially determined by the socio-cultural context in which it is produced. In line with this research this paper aims at carrying out an intercultural (English-Spanish) analysis of the rhetorical structure of research article introductions in Business Management. The analysis is based on a comparable corpus of 24 research articles: 12 published in international high impact journals in English, and 12 published in national journals. A pattern of the moves and steps found in business management research article introductions is outlined. Some rhetorical steps seem to be specific to this disciplinary field. Further, the extent of (non)inclusion of the detailed moves and steps in the two sub-corpora is determined. The comparison reveals significant differences in the rhetorical organisation of this section in the research articles in the two languages.

KEY WORDS: Research article, introductions, genre analysis, intercultural rhetoric, English for Academic Purposes (EAP).

RESUMEN

Estudios previos han confirmado el papel fundamental que juega el contexto socio-cultural en la escritura académica. En esta línea este artículo presenta un análisis intercultural (inglés-castellano) de la estructura retórica de las introducciones correspondientes a artículos de investigación en la disciplina de Dirección y Organización de Empresas. El análisis se basa en un corpus comparable de 24 textos: 12 en inglés, publicados en revistas internacionales de impacto y otros 12 en castellano, publicados en revistas nacionales. Se presenta un listado de las secciones y sub-secciones características de esta parte del artículo en esta disciplina. A continuación, se determina la (no) inclusión de dichas secciones en los dos grupos de textos. Esta comparación revela diferencias significativas en la organización retórica de las introducciones en los artículos de investigación en las dos lenguas.

PALABRAS CLAVE: artículo de investigación, introducciones, análisis de género, retórica intercultural, inglés para fines académicos.

INTRODUCTION

A large amount of research has shown that academic writing is crucially determined by the socio-cultural context in which it is produced and the ways in which scholars mould their academic texts to meet the readership's expectations. Numerous studies within English for Academic Purposes (EAP) have accordingly focused on the analysis of academic genres in different disciplinary and cultural/linguistic contexts. The rhetorical structure of the research article has recevied special research attention and within this, the introduction section has attracted more scholarly attention than any of the other sections of the RA.

Swales' work on the micro-structure of the RA introduction is considered pioneering (*Aspects*, *Genre*). In *Aspects* he established four moves characteristic of paper introductions. He later on revisited those four moves and put forward what he called the CARS (Create a Research Space) model, characteristic of this RA section and comprising three moves: establishing a territory, establishing a niche and occupying the niche. Since then many scholars have applied his model to RAs in several disciplines written in English by native and non-native speakers as well as to RAs written in languages other than English (e.g. Crookes; Taylor and Tingguang; Duszak; Linderberg; Nwogu; Posteguillo; Burgess; Árvay and Tankó; Hirano). Most scholars applying Swales' CARS model agree that it is not usually consistently applied; that is, that certain steps and/or moves tend to be deleted in particular fields and/or in particular national cultural contexts and that the order of appearance of these steps and moves may be altered. These previous studies can lead us to the conclusion that the extent to which this model is applied in the introduction section of RAs is dependent on the discipline to which the RAs belong and/or the broader cultural context in which they are written.

For instance, Burgess finds that the (non-) inclusion of the different steps composing the CARS model is different in relation to the area of specialisation, the language of publication and the nature of the audience addressed. She concludes that the key aspect in determining the rhetorical steps in the introduction is the relationship that is established between writers and discourse communities.

Many authors have proposed variations of the CARS model after completing their corpus-based analyses. Crookes establishes a fifth unit, "Presenting general, non-referenced theoretical background." Taylor and Tingguang list the possible variations of the CARS model: deletion of one move, elaboration by repeating one or more moves co-ordinated with those first introduced, elaboration by embedding subordinate moves within a major move, significant reordering of the moves, and insertion of unconventional moves (such as limitations and implications of the study) (325). Duszak's Polish-English analysis of language studies RA introductions leads her to point out a further move in the introduction of RAs which she names "Preparing the tools" and which she defines as the provision of the conceptual-terminological apparatus; a move which, in the light of the results obtained, she considers very appropriate in language studies RA introductions written in Polish. In her analysis of RA introductions in Finance, Marketing and Management, Linderberg elaborates on Swales' CARS model and puts forward the follow-

ing steps: topic generalisation, claiming centrality, reviewing previous research, indicating a gap of knowledge, counter-claim, major-knowledge claim, announcing/describing present research/purpose/material/method, stating major findings, interpreting/commenting on findings, "boosting" own research/contribution by explicit positive evaluation, and speculating/hypothesising from findings.

As Swales states, responding to the results of these further studies, to the genre evolution or to both, he subtly refines his model, despite acknowledging that the 1990 model "retains a fair amount of robustness in its general outlines and main findings" (*Research* 207).[1]

Despite this plethora of research on RA introductions, cross-cultural (English-Spanish) studies are scarce. It is the aim of this paper to establish the main moves and steps of RAs from a single discipline, Business Management, in international publications in English and to then compare the findings to those stemming from a parallel analysis of RAs published in a national context in Spanish.

CORPUS AND METHODS

The RAs from which the introductions were extracted were taken from four different journals in each context: *Academy of Management Journal* (*AMJ*), *Strategic Management Journal* (*SMJ*), *Journal of Management* (*JM*), and *Journal of International Management* (*JIM*) in the international North American context, and *Alta Dirección* (*AD*), *Dirección y Organización de Empresas* (*DyO*), *Revista Europea de Dirección y Economía de la Empresa* (*REDyEE*) and *Investigaciones Europeas de Dirección y Economía de la Empresa* (*IE*) in the Spanish national context. Three RAs were selected from each of the journals published in 2003 and 2004. Only empirical RAs were chosen. The following table summarises the corpus used for this study.

TABLE 1. DESCRIPTION OF THE CORPUS

	English sub-corpus	Spanish sub-corpus
Nº of RA Introductions	12	12
Length of texts (range)	5,025 - 1,521	317 - 2,896
Average length of text	2,909	1,693
Total no. of words	34,909	20,326

As can be seen in this table, the RA introductions in Spanish are considerably shorter, which, as will be shown later, can bring about differences in the com-

[1] In fact, some of the steps of his 1990 model are kept in the rhetorical analysis of the Introductions in English and in Spanish in the corpus under analysis.

plexity and number of steps included in the RAs written in the two different contexts.

The introductions were manually analysed, trying to discern recurring steps and how these could be encompassed under given moves. Throughout this corpus-driven analysis, previous analysed studies outlined in the introduction were taken into account.

RESULTS

The resulting taxonomy upon which the cross-cultural analysis of these business management texts was undertaken is summarised in the figure below:

Move 1: Establishing a territory
Step 1A – Including topic-related information
Step 1B – Claiming centrality
Step 1C – Reviewing previous research

Move 2: Establishing a niche
Step 2A – Counter-claiming
Step 2B – Indicating a gap
Step 2C – Question raising
Step 2D – Continuing a tradition

Move 3: Occupying the niche
Step 3A – Outlining research purpose
Step 3B – Outlining research methods
Step 3C – Outlining major findings
Step 3D – Outlining RA structure
Step 3E – Boosting own contribution

Move 4: Theory and literature review
Step 4A – Clarifying the conceptual or terminological framework
Step 4B – Referencing and/or reviewing previous research
Step 4C – Field-specific knowledge/theory claim
Step 4D – Stating hypotheses/expectations

Figure 1. Moves and steps in the introduction sections of Business Management RAs.

1. ESTABLISHING A TERRITORY:[2] the context of the research to be reported in the RA is outlined by:

1A *Including topic-related information*

(1) While acquisition activity has subsided somewhat over the last two years with the state of the economy and stock market concerns, acquisition activity in the late 1990s totaled nearly one trillion dollars annually on these transactions in the United States alone, and over $3 trillion globally (*Fortune*, November 24, 1997; *The Economist*, July 22, 2000). (*JM*1)

La creación y la mortalidad de empresas se encuentran influenciadas por múltiples factores, por lo que la modificación de éstos a través del tiempo, las diferencias evolutivas entre regiones o la posibilidad de ser aprovechados de maneras distintas según el tipo de actividad emprendida, generan diferencias en las posibilidades de supervivencia de las empresas. (*REDyEE*2)

1B *Claiming centrality*

(2) There are several reasons for studying international modes of entry. First, given the sheer amount of FDI inflows in the world as noted above, it is useful for firms to identify which host country industry factors are important in choosing among the various modes of entry (joint ventures, acquisitions, or greenfield ventures). Second, [...] (*JIM*1)

En los últimos años hemos sido testigos de un creciente interés por el tema de las empresas familiares por parte de los académicos pero también de los empresarios, los profesionales e incluso los medios de comunicación, que comienzan a percatarse de que la empresa familiar significa mucho más que la «tienda de la esquina» y a reconocer la importancia de este tipo de organizaciones para el tejido empresarial de cualquier país del mundo. (*AD*1)

The order of the steps in this first move has been changed from that proposed by Swales because RA introductions in BM more commonly start with topic-related information than with claims for centrality. Further, the headline "topic-related information" has been preferred over "topic generalization" because they are usually not such in the field investigated.

1C *Reviewing previous research*

This reviewing process can be accompanied by the citational sources, as in example 3a, or it may not refer to the authors of the referenced research, as in example 3b below.

[2] Some of the steps are only found in the international RAs in English and not in the Spanish ones. In those cases, no illustrative example is provided in Spanish.

(3)(a) Research on psychological contracts and organizational citizenship behavior has examined the employee-employer exchange relationship, focusing in particular on how extrarole behavior (positive employee behavior that is not employer prescribed) indirectly benefits organizations (e.g., Bateman and Organ, 1983; Organ, 1988; Robinson and Morrison, 1995; Van Dyne and Ang, 1998). (*AMJ*2)

(3)(b) Las aportaciones de la teoría de la empresa basada en los recursos y la visión basada en el conocimiento sugieren que la ventaja competitiva procede de las habilidades y capacidades de la empresa, convirtiéndose el aprendizaje en un aspecto estratégico fundamental. (IE1)

2. ESTABLISHING A NICHE: for a piece of research to gain relevance in the eyes of the peer readers it may be necessary to underline a lack in the literature and the necessity to carry out research in that direction, which can be achieved by:

2A *Counter-claiming*

(4) Most of the research to date has also presumed that the success of the earlier entrants would make it difficult for subsequent entrants to make any significant inroads into the market. More recently, this presumed ability of a pioneering firm to pose hurdles for subsequent entrants seriously questioned. Researchers have begun to identify the specific firm attributes and market conditions that could allow an early entrant to create serious obstacles for firms that may choose to enter later (Carpenter and Nakamoto, 1989, 1990; Fershtman et al., 1990; Golder and Tellis, 1993; Kerin, Kaiyanaram, and Howard, 1996; Kerin, Varadarajan, and Peterson, 1992; Schilling, 2002; Shankar et al., 1998; Zhang and Markman, 1998). The development of such a contingency perspective has pointed out that several different factors other than a firm's order of entry may account for its relative success in continued dominance over the market. (*SMJ*2)

2B *Indicating a gap*

(5) However, no research to date has introduced a conceptual scheme for thinking about which social environmental factors are likely to produce differences in organizational recruitment and selection outcomes (Jackson and Schuler, 1995; Rynes, 1991). (*AMJ*3)

Sin embargo, y centrándonos en el primero de estos enfoques, pocos han sido los trabajos empíricos que se han realizado para estudiar el proceso de toma de decisiones sobre la forma de gobierno de un SI,[2] especialmente en lo que respecta a las principales variables que determinan este tipo de decisiones. (*AD*3)

2C *Question raising*

(6) However, findings from recent studies suggest that some workers are more predisposed to experience emotional exhaustion than others (e.g., Klein

and Verbeke, 1999; Zellars et al., 2000). If individual differences affect the level of emotional exhaustion experienced, do they also affect the degree to which emotional exhaustion impacts work outcomes? (*JM*2)

La mayoría de los trabajos que se mueven en esta línea intentan estudiar cómo las variables que conforman la «relación entre las partes» influyen en la estabilidad y rendimiento de la alianza. Ahora bien, ¿depende realmente el éxito de la cooperación de variables organizativas, o es más bien una consecuencia de otros factores de carácter más estratégico? (*DyO*2)

2D *Continuing a tradition/a line of research*

(7) Building on previous work, and in keeping with a systems view of organizations, we view business strategy, organizational structure, and analytical comprehensiveness (information acquisition and use) as complicating mechanisms comprising internal complexity. (*JM*3)

Nuestra propuesta parte de la elaboración de un modelo conceptual basado en la teoría y la investigación existente sobre el tema de valoración de la marca. A partir de ahí, proponemos un modelo teórico de relaciones causales existentes entre las variables del programa de marketing-mix, entre las que se encuentra el grado de intensidad en la distribución y los componentes del valor de marca (calidad percibida, lealtad hacia la marca, notoriedad del nombre e imagen de marca). (*REDyEE*1)

3. OCCUPYING THE NICHE: once the lack and/or necessity are grounded, the research is presented so that it covers that gap. Some specificities about the research to be presented tend to be included at this point as well.

3A *Outlining research purpose*

(8) The goal of the present study was to introduce social contagion theory and institutional theory conceptual frameworks that allow for the exploration of how and why interfirm social environmental factors influence organizational hiring behavior. (*AMJ*3)

El objetivo de este trabajo será, por tanto, la identificación, la clasificación y el análisis de todos aquellos factores que tienen una influencia significativa, estadísticamente demostrada, en la decisión de externalizar, total o parcialmente, el sistema de información de la empresa. (*AD*3)

3B *Outlining research methods*

(9) First, we studied a different set of behaviors, examining interpersonal workplace aggression rather than antisocial behaviors. In doing so we examined the extent to which an overlapping but distinct set of behaviors functions similarly to the antisocial behaviors investigated in the Robinson and O'Leary-Kelly work. Second, we assessed the influence of individual differences variables relevant to aggression [...] (*AMJ*1)

En este trabajo, empleamos la matriz de los Puntos de Referencia Estratégicos (Fiegenbaum, Hart and Schendel, 1996) como la posición con la cual el directivo podría comparar las variables significativas de su empresa con objeto de determinar cómo percibe la situación relativa de la misma, obtiene la información necesaria y orienta la acción estratégica. (*DyO*3)

3C *Outlining major findings*

(10) Our results suggest that conditions that exist at entry have been overemphasized in the literature on entry timing. Instead, we find that the early success of late movers in penetrating the market is more strongly tied to the resources on which they can draw to make their entry and the relative position that they are able to develop in the market shortly after their entry. (*SMJ*2)

3D *Outlining RA structure*

(11) The remainder of the paper is organized as follows. First, the current state of the hospital industry is described, followed by a discussion of complexity absorption and complexity reduction responses. (*JM*3)

Dados estos objetivos, en el siguiente apartado se precisará el tipo de "efecto halo" analizado en este trabajo y, [...]. A continuación, se describirá la metodología seguida para recabar información de una muestra de usuarios acerca de seis marcas de zapatillas de deporte. En el cuarto apartado, se presentarán los resultados acerca del contraste de las hipótesis formuladas. Finalmente, se discutirán las conclusiones y las implicaciones empresariales que pueden extraerse. (*REDyEE*3)

3E *Boosting own contribution*

(12) Such a study will contribute to future research in two important ways. First, it will help researchers identify the dimensions of industry structure that influence entry mode decisions. Second, this study will contribute to the development of entry mode literature by increasing our understanding of the influence of industry characteristics on a firm's entry strategy. (*JIM*1)

Sin duda, el conocimiento de las variables que inciden en la evolución del síndrome, y aquellas que ayudan a prevenirlo o retrasar su aparición, es la primera de las armas con las que debemos contar a la hora de establecer una estrategia de actuación que tenga como objetivo preservar la salud de los profesionales de enfermería, y por ende una mejor y más humana asistencia a los pacientes con los que trabajan cada día.

La reflexión anterior nos ha motivado en la realización de este trabajo. (*AD*2)

4. THEORY AND LITERATURE REVIEW: at the beginning of the section, previous research is reviewed with the aim of establishing a gap and the necessity to cover that gap. After the research purpose is presented, the particular literature and theoretical framework within which the research is embedded is reviewed. Although Swales

argues that "literature review statements are no longer always separable elements in either placement or in function and so can no longer be automatically used as signals for independent moves as part of a move analysis" (*Research* 227), a close look at the BM RAs in the corpus reveals that they are not only included in the first part of the introduction (constituting Step 1C in Move 1) but they also constitute the core of the final part of this section. They vertebrate the theoretical framework.

4A *Clarifying the conceptual or terminological framework*

(13) Recent years also have seen the growth of highly integrated international firms, called transnationals (Bartlett and Ghoshal, 1986 and Bartlett and Ghoshal, 1989), which operate in dispersed yet unified ways across multiple markets and geographic areas. (*JIM*3)

Se ha defendido de un modo amplio en la literatura especializada que el aprendizaje organizativo no viene dado por la simple suma de aprendizajes individuales (Argyris y Schon, 1978; Hedberg, 1981; Fiol y Lyies, 1985; Nicolini y Meznar, 1995; Marquardt, 1996; Crossan, et al., 1999). Aunque los individuos son los agentes a través de los cuales la organización aprende, el aprendizaje individual debe ser compartido públicamente e integrado en rutinas para ser considerado organizativo. (*IE*1)

4B *Referencing and/or reviewing previous research*

(14) Sharma (2000) found that labeling issues as opportunities was associated with a greater likelihood of a company undertaking voluntary (as opposed to compulsory) environmental strategies. Chattopadhyay et al. (2001) found that threat and opportunity perceptions influenced the degree to which organizations undertook internally directed vs. externally directed actions in response to the issue. This research, along with other studies (e.g., Schneider and De Meyer, 1991; Dennison et al., 1996; Sharma et al., 1999), underscores the importance of threat and opportunity labels for strategic action. (*SMJ*3)

Lindquist (1974) combina modelos obtenidos de 19 estudios diferentes y determina 9 elementos que determinan la imagen de una organización: tipo de productos o servicios ofrecidos, servicio al cliente, clientela, accesibilidad física, confort, promoción o comunicación, ambiente en los locales de la organización, satisfacción con la institución y satisfacción posterior a las relaciones con la organización. Por otro lado, Bearden (1977) sugiere [...]. (*DyO*1)

4C *Field-specific knowledge/theory claim*

(15) The focus of transactions costs theory is efficiency in organizing and structuring transactions. The theory assumes that managers will select the least costly mode of organization and take into account the effects of transaction and production costs. (*JIM*2)

En una empresa, los recursos humanos suponen uno de los más importantes activos con los que cuenta, y de la profesionalidad y eficiencia de éstos dependerá un mejor uso del resto de activos empresariales. (*REDyEE*2)

4D *Stating hypotheses/expectations*

(16) We expect, then, that reputation will have a positive effect on post-transaction outcomes including satisfaction.

H1. Target reputation will be positively related to acquisition outcomes. (*JIM*1)

Una vez establecidas las relaciones entre el nivel percibido de intensidad en la distribución y los componentes del valor de marca, podemos plantear las hipótesis relativas a las relaciones causales entre estas variables:

Hipótesis 1 ((γ_{11}>0): La percepción por parte del consumidor del grado de intensidad de la distribución afecta positivamente a la calidad percibida de una marca.

Hipótesis 2 (γ_{21}>0): La percepción por parte del consumidor del grado de intensidad de la distribución afecta positivamente a la calidad percibida de una marca. (*REDyEE*1)

In this fourth move, concepts are clarified and the scholars' interpretation of certain terms is specified, past research is either referred to or more thoroughly reviewed, and theoretical and field-specific knowledge claims and clarifications are made. All this information tends to conclude in the statement of a hypothesis or expectation. In the RAs in English this move is usually cyclical, the number of cycles being dependent on the number of hypotheses established. In the Spanish sub-corpus this move is also included, although, as will be shown later, in fewer RAs; it is also less cyclical in this sub-corpus. The conceptual and terminological clarifications, the reviewing of previous research and the field-specific knowledge claims tend to be condensed in the Spanish introductions and hypotheses tend to be presented together after the theory and literature review is covered.

In line with Linderberg's findings for RA introductions in Marketing, BM and Finance, new steps emerge, which Swales (*Genre*; *Research*) or other previous scholars do not report. Steps outlined by Linderberg that are found in the corpus are: "Field-specific knowledge/theory claim"[3] and "Boosting own research." Further, Duszak's finding that conceptual-terminological provision-making is an important contribution in introductions of papers on language(-related) issues seems to find support here for a different social science, as it can constitute a new step in the fourth move. She states that this step may be highly valued since it "testifies to the author's expertise in the field, and to his/her mastery of the rhetoric of academic writing" (307). This may be a reason why it is included especially in international BM RAs in English. Moreover, it can be argued that a wide, international and sup-

[3] Linderberg establishes a more general step "major knowledge claim."

posedly heterogeneous readership may need a clearer explanation of the scholars' theoretical framework and how they interpret certain concepts and terminology.

The following table summarises the extent to which the moves and corresponding steps highlighted above are included in each of the English BM RA introductions under analysis.

TABLE 2. STEPS IN THE INTRODUCTION SECTION OF THE BM RAS IN ENGLISH

	English sub-corpus																
	1A	1B	1C	2A	2B	2C	2D	3A	3B	3C	3D	3E	4A	4B	4C	4D	TOTAL
AMJ1	+	+	+		+			+	+				+	+	+	+	10
AMJ2	+	+	+		+			+					+	+	+	+	9
AMJ3	+	+	+		+			+	+				+	+	+	+	11
JM1	+	+	+		+			+	+				+	+	+	+	10
JM2	+	+	+			+		+					+	+	+	+	9
JM3	+	+	+				+	+			+	+	+	+	+	+	11
SMJ1	+	+	+					+			+		+	+	+	+	9
SMJ2		+	+	+	+			+		+	+		+	+	+	+	11
SMJ3		+	+		+			+		+			+	+	+	+	9
JIM1	+	+	+		+			+			+	+	+	+	+	+	11
JIM2	+	+	+				+	+				+	+	+	+	+	10
JIM3	+	+	+		+			+	+				+	+	+	+	10
TOTAL	10	12	12	1	8	1	2	12	4	2	4	3	12	12	12	12	

All RAs in English in the corpus start by establishing the territory for the research (move 1). Most of them start off by including some information related to the topic (step 1A), focusing the readers' attention and setting the scene. All of them review previous research at the beginning of the section (step 1C)—in most cases outlining its limitations and indicating its source— and claim centrality by outlining the need and relevance of the research they are to present (step 1B). Further, all RA introductions in English but one present a niche (move 2). Most commonly, this is established by indicating a gap in the literature (step 2B); only in one RA introduction a counter-claim (step 2A) or a question is posed (step 2C) and in two introductions the continuation of a tradition is outlined (step 2D). Whereas all RA introductions present the announcement of the research purpose or goal (step 3A), only a few include the research methods (step 3B), an outline of the major findings (step 3C), the structure of the RA (step 3D) or some boosting of their own contribution, achieved mainly by means of positive attitude markers (step 3E).

Finally, it seems compulsory for BM RAs published in English internationally to cover the main theoretical points and previous research within the sub-field in which their research is embedded (move 4). In all BM RAs in English this move contains four recurrent steps organised cyclically.

Table 3 summarises the inclusion of moves and steps in the BM RA introductions in Spanish.

TABLE 3. STEPS IN THE INTRODUCTION SECTION OF THE BM RAS IN SPANISH

	Spanish sub-corpus															
	1A	1B	1C	2A	2B	2C	2D	3A	3B	3C	3D	3E	4A	4B	4C	4D	TOTAL
AD1	+	+						+									3
AD2	+							+				+					3
AD3	+	+	+		+			+			+		+	+	+		9
DyO1	+		+					+					+	+	+	+	7
DyO2	+		+			+		+			+		+	+	+	+	9
DyO3	+		+					+	+				+	+	+		7
REDyEE1							+	+	+				+	+	+	+	7
REDyEE2	+		+				+	+					+		+		6
REDyEE3	+		+					+			+		+	+	+	+	8
IE1	+		+		+			+	+				+	+	+	+	9
IE2	+		+											+		+	4
IE3	+				+			+	+								4
TOTAL	11	2	8	0	3	1	2	11	4	0	3	1	8	8	8	6	

As in the English sub-corpus, all RAs in Spanish start by establishing the territory, that is, establishing the context in which the research to be reported is circumscribed. However, in general terms, that contextualization is more detailed and specific in the RAs in English. Whereas all American-based BM scholars claim the centrality of the topic being analysed and review previous work done, only 2 Spanish RAs include step 1B ("Claiming centrality") and 4 do not include step 1C ("Reviewing previous research"). In view of these results, it can be said that the specific context of the research is also established in the BM RAs in Spanish but more briefly, and including fewer steps, than in the international BM RAs in English.

Not even half of the RAs constituting the sub-corpus in Spanish establish a niche (move 2). In addition, only 3 RAs in Spanish do so by indicating a gap (step 2B); one RA in Spanish includes a question that is intended to be answered by the research reported (Step 2C) and 2 RAs indirectly express the intention to work on

the same line of research they previously review (Step 2D). Including this move in the Spanish Business Management RA introductions, unlike in the English ones, does not seem to be a common practice. This result is in line with Burgess' cross-cultural analysis of language studies RA introductions. As she also posits, it appears that the greater amount of research published in the international sphere and the high level of competitiveness in publishing an RA internationally presumably calls for a prior identification of a lack in the field that motivates the research.

Outlining the research purpose (Step 3A) also appears to be a compulsory step in the BM RAs in Spanish. The same number of RAs in Spanish and in English include an outline of the research methods (step 3B) and almost the same number include an outline of the RA structure (step 3D). In none of the Spanish BM RAs, however, are major findings announced (step 3C). In any case, this is not a common step in the English sub-corpus either. It also stems from the comparison that whereas all international RAs in English open with some claim to the centrality of the topic to be discussed and researched, only 2 RAs in Spanish include such details (step 1B).

Also outstanding differences between the two sub-corpora are found in relation to move 4, which is omitted altogether in 3 RAs in Spanish. Only 5 RAs in Spanish contain the four steps. The greatest difference lies in the inclusion of numbered hypotheses (Step 4D). Whereas all RA introductions in English include a line of argument that leads to the presentation of one or several hypotheses, this is only the case in 6 RAs in Spanish. Further, clarifications of concepts and terms (Step 4A) are not so frequent in Spanish BM introductions. Finally, neither is as frequent as the reviewing of specific previous work (Step 1C).

FINAL REMARKS

All in all BM RA introductions (both in English and in Spanish) present particular rhetorical characteristics, in some cases partly diverging from Swales' CARS model. Some of these particularities have already been outlined by scholars analysing RAs in the social sciences, but some others seem to be characteristic of this particular field. These results provide further evidence to claim that the rhetorical micro-structure of this section varies in relation to the field to which the RA belongs.

Rhetorical differences in the micro-structure of BM RA introductions in both sub-corpora are found, mainly as regards "Claiming centrality" (step 1B), "Indicating a gap" (step 2B) and "Theory and literature review" (move 4). It seems that international BM RAs need to specifically justify the topic of their research in terms of its importance and relevance, which they tend to do at the beginning of their RAs. In the same line, establishing a niche seems crucial in the BM RA introductions in English and this is usually accomplished by indicating a research space or gap. This indication of a gap may help authors convince their readers of the novelty and necessity to do research on the topic chosen, thus persuasively convincing them of their valuable purpose. Because there is less competition to get research

published in a national context, the need to be persuasive may be less urgent. Thus, in this socio-cultural context having to convince readers of the fact that they are pushing the field onwards as they have detected an unresearched space may not be such an important rhetorical strategy. In addition, move 4 is to be considered compulsory in the BM RAs in English, as it is included in all RAs in the corpus. However, it may not be regarded as such in the Spanish sub-corpus, since some of the Spanish BM RAs do not present any of the four steps which constitute it. The wide, heterogeneous, international readership which may read the RAs in English may require American-based BM scholars to clearly specify the framework of their research and to spell out the hypotheses to be tested; in contrast, Spanish BM scholars may be working on a more common, shared understanding with the smaller, local readership they address to and therefore their need to clarify the bases of their research may be less strong. Further, it could be claimed that, although the BM RAs analysed are empirical in nature, when these are published for the international community, the research nevertheless needs to be well-theoretically grounded and precisely positioned within the field. On the whole, the rhetorical structure of the introduction section seems to be dependent not only on the specific disciplinary nature of the RAs analysed but also on the cultural context in which they are written, and more specifically, on the kind of readership they are addressed to.

The results have important pedagogical implications. First, novel scholars may need to be made aware of the specific rhetorical structure of this section of the RA in this particular discipline. Second, non-native scholars may need to be made aware of the possible different rhetorical expectations in the international context in English from the ones in the national context they may be acquainted with. These differences should be highlighted so that they can, if they consider it necessary, adjust their rhetorical conventions to the ones more highly valued/ frequent in the new context of publication; especially in cases where lack of adjustment or accommodation may hinder publication or, once published, may refrain its reading and therefore its dissemination as new disciplinary knowledge.

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